



Dear Participant,

You can earn one hour of graduate credit from Lindenwood University through your participation in this conference. In order to earn credit, you will complete the following steps:

1. Visit <https://applylu.lindenwood.edu/applicationws.asp> to complete the Enrollment Form and pay \$75 per credit hour with your credit card. **(Tuition fees are non-refundable)**
2. Fully participate in conference activities
3. Complete the assignments and return by March 30, 2021

You can access an official grade report through the student portal and upload your assignments in canvas by visiting [www.Lindenwood.edu](http://www.Lindenwood.edu). The same username and password will apply to the student portal and canvas. The password will be provided from the university within 3-5 business days after registering. Go to My Grades on the left column under Administrative Services. Grade Type – select Final Grades. The document populated is printable. If it is not sufficient for your school district, a transcript will need to be requested through this link <http://www.lindenwood.edu/academics/support-resources/transcript-request/>.

The attached information will provide you with the requirements to earn graduate credit. If you have questions regarding the process, your username/password, or any other information, please feel free to contact me at [jedler@lindenwood.edu](mailto:jedler@lindenwood.edu) or by phone at 636-949-4612.

*Sincerely,*

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## **EW 51590 SMCAA – Core Processes and Development**

**All training's listed below will be conducted virtually.**

Times: 9:00 a.m. - 3:30 p.m.

Each full day training below is eligible for the 20/21 Membership Drive Special

### **Curriculum Review and Evaluation – October 15, 2020**

Join your colleagues for a day of study and learning about how to review your curriculum for clarity and its effect on quality instruction for all settings including virtual and other alternative deliveries. We will review the five researched areas of curriculum evaluation and how to collect and organize your findings. This one-day review is tailored for district curriculum leaders, coaches and school teams that are responsible for process and content curriculum review. Using the new MSIP 6 Curriculum Tool, we will make sure that you have all the essential components of a strong and effective curriculum!

### **Curriculum Design – October 8, 2020; December 8, 2020**

During this one-day session we will use a process through which we can review your present curriculum for content, process and alignment using rubrics and other evaluative tools. We will discuss ways to adjust curriculum to support the instructional changes needed to meet the requirements of the state standards. We will review virtual curriculum changes and how this may affect your pacing for the school year. We will also discuss the new MSIP 6 process and get you ready for what lies ahead of you!

### **Curriculum Director Training Level I – December 3, 2020; February 4, 2021**

This workshop will provide information on the specific skills needed as a Curriculum Director, along with all the possible responsibilities that may be attached to it. These could include professional learning, Title services, and/or instructional technology, to name a few. This workshop is designed to assist you in knowledge and skill development needed in creating and maintaining a sound curriculum; along with tools to build instructional leadership in your administrators and teachers. Here are some of the areas we will begin to explore:

- Elements of Effective Curriculum
- Assessments – various formative examples along with summative
- Alignment and articulation
- Review of Curriculum terms/vocabulary
- Other responsibilities and how they fit in the big picture
- Current issues related to our work including MSIP 6 and others

### **Curriculum Director Training Level II – December 4, 2020; February 5, 2021**

Come and join us for an interactive conversation with like professionals as we wade through how to best handle the everyday work of the Curriculum, Instruction and Assessment leader. We will review and discuss the most current issues related to our work along with new strategies on how to stay focused on “the main thing”: teaching and learning. Below is an example of what will come up during our day together:

- Planning for MAP/EOC through rigorous formative assessment
- Curricular revisions in light of the new assessment (standards, expectations, revisions, alignment and articulation)
- Professional learning focus for your staff
- Instructional Leadership: A MUST
- Juggling the work and staying sane

### **Instructional Observation for District Leaders – November 5, 2020**

Join us for this one-day overview on a proven effective process on instructional observation for principals, coaches and any other district position that is responsible for teacher observation and evaluation. We will review and step-by-step process of what to look for when observing for classroom management, culture, instructional preparation and quality. We will also review the differences between in class and virtual/alternative observation and what to look for. We will explore the differences among observation for instructional growth, evaluation, and curriculum fidelity. This is a day to learn new skills and to approach observation differently.

### **Assessment: Accountability for Learning – September 29, 2020; October 6, 2020**

The change to virtual and hybrid instruction requires a new look at both formative and summative assessment. Examination of why, how and what we assess is important for successfully transitioning and providing for student growth. We will focus on these ideas and examine samples during this virtual webinar. Join us as we grow and learn together for the success of all students.

### **Situational Feedback for District Leaders – November 12, 2020**

What is situational feedback? How is this feedback different than feedback you have given teachers in the past? How can you use situational feedback to promote instructional quality, increase desired instructional behaviors and track curriculum fidelity? How may feedback be different when observing/evaluating virtual/alternative instruction? We will answer these questions and more in this one-day overview for those responsible for teacher observation and evaluation. Come and learn a new way of providing feedback and responding to staff regarding feedback.

### **Developing a Strong Science Curriculum – November 12, 2020; January 7, 2021**

Missouri has adopted rich, deep and powerful learning standards for science. They are much different from the old GLE's. This change in standards require a new look at how we develop science curriculum, plan instructional units, develop and use assessments. We will examine the SMCAA Science Curriculum Frameworks and how to use these to revise your science curriculum. We will also look at the importance of using the three-dimensional approach to science instruction and look at multiple examples of successful implementation. Join your colleagues from across the state as we focus on quality Science teaching and learning.

#### **AFTER COMPLETING ONE OF THE ABOVE WORKSHOPS, COMPLETE THE THREE FOLLOWING ASSIGNMENTS:**

<b>Assignment</b>	<b>Assignment Hours</b>
Verification of Attendance at workshop	6 hours
<b>Assignment 1:</b> After attending the entire session, write a 3-page overview discussing the major take-a-ways and explaining why you feel that these are critical pieces of learning.	2 hours
<b>Assignment 2:</b> Review the major take-a-ways you identified in Assignment 1. For each of these, describe how you will use this knowledge/skill to enhance your current position in your school. Use specific examples and rationales as support.	3 hours
<b>Assignment 3:</b> A key aspect of attending quality workshops is to bring back what you have learned to share with the rest of your faculty. Design a 1-hour professional development session for a group of teachers. Your action plan should include an overall objective, at least four learning activities during the PD session, a rationale for the use of these learning activities, and a plan on how you would suggest monitoring the effectiveness of the PD session.	4 hours